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## THOUGHTS ON THE DUTIES OF SCHOOL VISITORS.

By JOHN DAY FERGUSON.

In a former number of the JOURNAL we discussed that part of the duties of the office of School Visitor pertaining to the administration of the various funds for the support of schools, and also the matter of teachers examinations.

The duties more directly connected with the schools themselves, remain to be considered. As the subject is a large one, however, it is proposed only to offer a few suggestions on points at present prominent in the writer's mind, and, as before, to ask for the results of the wider experience of others.

The most important topics to be considered are, first: Rules and Regulations; and second, Visiting. A third, Reports and Statistics, must be left to a future occasion.

The powers granted by law in the matter of "Rules and Regulations" are sufficiently ample.

"The Board shall provide rules and regulations for the management, studies, books, classification, and discipline of the schools in the town."

How far it is wise to go, must depend partly on the state of public opinion, partly on the harmony and energy of the Board. Matters of classification and discipline, in

individual cases, will usually be avoided ; but even here the existence of the right to intervene, and its occasional exercise, may strengthen the hands of a teacher in a quarrelsome or unreasonable district. In regulating "Studies," much more might be done to advantage than is now common. One chief reason why we so often find our visits unsatisfactory to ourselves, and unprofitable to the schools, is, the lack of a suitable standard by which to judge of the acquirements and progress of the scholars. This would be supplied if Boards would, with due care and deliberation, adopt for their towns a simple course of study, divided into "grades" or "standards" of about a year's average work, and make all their examinations accordingly. If children were thus required to be presented for examination in a definite grade, both they and the teacher would have clearer ideas of their work, more and better work would be done, and the praise or censure of the Visitor could be awarded justly, and with discrimination. Still more effective would it be, if, as in England, some part of the funds for the support of the school were dependent on the result of the examinations.

A course of study for ungraded schools, must be in a measure tentative at first, and cannot be rigidly enforced in every instance ; but with judicious management it will present no insuperable difficulties, and is always found to improve the schools of the town, and in the end to lighten the labors of the Visitors.

With regard to changes of books, the writer believes that the evils of the present system are much exaggerated. Occasional mistakes have doubtless been made,—possibly boards have, in rare instances, been unduly influenced by the Publishers, but we imagine that in the great majority of cases the cost and inconveniences of the change have been more than counterbalanced by the advantages to the schools, in greater uniformity and increased interest.

However this may be, it is certain that no better plan has yet been suggested. Town uniformity has been secured by it, and the idea of committing the choice of a uniform series of books to the Board of Education, or other state

authority, however attractive in theory, could never be carried out in practice without causing public and private evils far greater than any resulting from the present system.

The cost of school books is, nevertheless, in many cases a very serious burden, and anything that can be done to lighten it, will help the cause of public education. District Committees might well be induced to be more liberal in the supply of books to poor children; and it might be worth considering whether, with suitable restrictions, this item of expense might not be paid by the towns, as school abatements formerly were. In such cases, however, the books should be loaned, not given, to the children, and careful usage of them should be insisted on.

The price of books too, and the number in a series, should be taken into consideration in making changes. The profits upon school books are enormous, and the suggestions of Secretary Northrop in his late report are wise and timely. "The worst [books] are commonly the largest—those most 'extended,' and incumbered with the longest series."

But to return to "Rules and Regulations." The power to make them is ample, and must be used with a good deal of discretion. No penalties are directly prescribed, and the Board can act only on the teacher or the district; having no authority over individual children. The best plan seems to be for the Board to fortify itself in advance, by obtaining, if possible, the approval of the town or districts for its measures before any controversy arises. This can very commonly be done, and troublesome questions thus be avoided.

Must "Rules and Regulations" be uniform; *i. e.*, apply equally to every district? The affirmative has been strenuously maintained, but the writer is disposed to think that a rule in itself *reasonable* and suited to the special circumstances of the district for which it was made, would be upheld by our courts.

Our second topic is Visiting—that which gives our office its name.

Sometimes we are disposed to think that the successful Visitor, like the poet, is "born, not made;" but it is more encouraging, and doubtless more correct to say, that it is much like teaching, easier to some than to others, but that even moderate natural gifts can be developed into success by preparation and experience.

The primary object of the official Visiting under the law seems to be, *examination*—the suggestion of improvements to teachers or scholars, though important, being merely incidental. We would not press this point too far, but it ought not be altogether lost sight of. Probably some Visitors err on one side, and some on the other.

One difficulty that the Visitor generally meets with is that indicated above—the lack of any standard by which to judge of the progress of the school, either actual or relative. This may be met, even where a definite course of study is not prescribed, by letting the several teachers know, from time to time, about what may reasonably be expected from their scholars, and that, so far as possible, all the schools will be examined on one general plan.

Where the same questions can be given to different schools, a healthful and wholly unobjectionable emulation may be excited; and if a few dollars can be raised among the friends of education for prizes, not to individuals, but to the schools most successful, they will bring ample returns. The device of a "Prize Banner," for best attendance or other merits, mentioned in the Report of the Acting Visitors of Vernon, p. 188 of the Report of the Board of Education for 1871, might well be adopted elsewhere.

In addition to the work of *examination*, the Visitor is expected to advise and assist the teacher, to point out, if necessary, defects in school or teaching, and, at the same time, to interest and stimulate the scholars in their work. Something of this, we trust a good deal of it, is actually accomplished, but is it not after all a case of "unreasonable expectations." Few Visitors in large towns can afford to give much more than the two visits per term which the law requires; and the worst obstacles to the progress of our District Schools are, unfortunately, just those that

the influence of the Visitor least affects: first, the irregular attendance of children, which nothing but continued persevering labor in school and with the parents personally, will much amend; second, the frequent change of teachers—the most dearly prized “right” of our rural districts—making the Visitor’s labors “like salting a running stream.”

There is a melancholy monotony in the extracts from Visitors’ reports, published in this and other states, on both these subjects, and it would seem as if the union of Districts was the only remedy.

Following from the frequent change of teachers is a difficulty which every Visitor must meet with. I refer to lack of confidence on the part of the teacher, and the consequent difficulty of finding out the real state of the school; and here, perhaps, is the place for a practical suggestion to teachers with which I will conclude.

Wherever you may be teaching, remember that the Visitor is a fellow laborer, and that you both have the same object in view. You should therefore help him in his work. Give him a full and fair knowledge of your school as it is—your failures as well as your successes. State frankly your difficulties, admit him to an acquaintance with your plans and wishes, and the advantage will be mutual. A man who is captious and fault-finding will seldom be found in the office—there is in it little to attract him—one who is really interested in the cause of Education will be far more anxious to find matter for commendation than criticism, and you may be sure that with such a one nothing but want of candour will be harshly judged, and that the more you forget yourself and show real interest in your work, the more favorable will the impression be.

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#### WHAT SHOULD TEACHERS KNOW?

By HENRY E. SAWYER, Supt. City Schools, Middletown.

First, beyond dispute, the lessons the pupils are to study. One who is to teach children to read, must know the alphabet; and a professor of ancient languages ought to be able to conjugate a Greek verb.

Next, the teacher should understand the connections and relations existing between those studies which are receiving immediate attention, and other studies which are collateral or higher. Political geography and history, for example, are so related that each should be studied in the light of the other, and he who teaches one with no reference to the other, or with no knowledge of its facts and principles, labors at a disadvantage and wastes time and effort.

Political geography depends, to a considerable extent, on physical geography, which seems to embrace all the physical sciences, so that to be at all successful in teaching it, one needs to know something of botany and chemistry, of geology and astronomy, of natural philosophy, zoology and ethnography and whatever other sciences pertain to matter or motion.

Yet geography is thought to be one of the studies which "any one can teach" in a primary school. True, any one who can read can ask the questions set in the book, and by keeping the eye on the page, and perhaps keeping the place with the finger, note whether the printed answers are given exactly. But that is not teaching. How can one teach geography, even in its first lessons, who knows not the causes of the changes of seasons and of the different lengths of days and nights? But geography is not peculiar or exceptional in requiring that those who attempt to teach it shall have wider and higher knowledge than that furnished by the text-book in use. She who gives the earliest lessons in reading, needs to know something of the philosophy and art of vocal culture, so that under her training children may form or retain right habits of breathing and of using the vocal organs, and may secure correct articulation, and clear, well modulated voices. Then the reading lesson, more than any other, furnishes legitimate occasions to communicate information on almost all subjects within the range of human knowledge. Perhaps it would be better to say, that to teach reading so as to give it the highest possible literary and educational value, requires much knowledge of a wide range of subjects: of history and archæology, of grammar, rhetoric, logic and literature,



and all the sciences. These examples sufficiently illustrate the proposition that, to teach anything in the best manner, one needs some acquaintance with kindred branches of knowledge.

This, however, is but a small part of that which the teacher needs to know. Sciences are but the material, books and apparatus but the implements which the teacher uses for the accomplishment of his object. That object, which never must be lost sight of, is to educate, as completely and harmoniously as may be practicable, all his pupils. But what is education? What results are aimed at in it? What qualities, powers, characteristics, belong to and constitute the ideal of perfect manhood and womanhood? These are questions which the wisest find it difficult to answer, and yet questions on which every teacher needs to have well defined ideas. Again, what methods and processes of culture will most surely and rapidly advance pupils toward the desired end? How shall vicious ideas be eradicated, bad habits broken up, and good ones be established? How shall physical natures be made skillful, beautiful, strong? What are the mental faculties, what the right order, means, limits of developing, training, informing them? How shall harsh passions be brought into subjection, dormant sensibilities quickened, will attuned to duty and conscience enthroned?

Such questions as these are among the highest which men have to consider. But they are, nevertheless, such as ought to be asked in an examination of candidates for the teacher's position. For they are of everyday interest to the instructor. They do not belong to the domain of mere theory, to be left to the study of philosophers and moralists. To the teacher they are strictly practical, as really as questions concerning the best methods of raising corn or reclaiming alder swamps are practical to the farmer.

Human nature then, using the term in its most comprehensive sense, is pre-eminently the teacher's study. Physiology and hygiene, mental philosophy and moral science, are all included in it. And in addition to a knowledge of the general principles of human nature, there is needed the

ability to detect individual peculiarities, weaknesses and tendencies, whether physical, mental or moral, and the power to apply to each the specific treatment demanded by the circumstances of the case.

While the amount of book learning required will vary somewhat, according to the grade of pupils to be admitted, there seems to be no good ground for asserting that the professor in college or professional school needs more of this higher kind of knowledge which has just been discussed than does the teacher of a primary class.

In architecture, when "a wise master-builder" has laid the foundation, other hands may rear the superstructure. In instruction, which is literally *in-building*, building into a child's nature a character in which strength and beauty are,—building into the grand edifice of society living stones, firm as adamant and crystalline in polish, the beginnings, at least, should be made by those who have a tolerable conception of what the finished work is to be, and of the processes and appliances by which it is to be carried forward to its completion.

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#### EQUATION OF PAYMENTS.

It was asserted recently at an assemblage of teachers, by a person who ought to know whereof he affirmed, that any accountant in any extensive business who should employ any of the various methods taught in the arithmetics for the equation of payments, would lose his place forthwith; that time was of more importance than accuracy; that an expert accountant would jump at the results as readily as a paper-hanger would jump at the number of rolls of paper required for a room of given dimensions.

He was answered, that if his statement was true, it would apply equally well to all other arithmetical processes, and that hereafter, and the sooner the better, the arithmetics may be thrown aside as of no use in the schools but to puzzle the brains of dull scholars; that any bright Yankee boy, by a little initiatory practice of his native talent of



guessing, would be qualified to assume a clerkship in any mercantile house!

I was surprised at the statement; and there are some reasons that lead me to hesitate to accept it as correct.

Some years since, a clerk in an extensive manufacturing establishment called upon me several times for assistance in equating some bills. He was not a Yankee, to be sure, and had not the faculty of jumping at the results satisfactorily; but he still retains his place. More recently an accountant in a large wholesale house in Boston desired me to show him a better method of equating payments than that which he practised: that is, multiplying the items by their respective times, and dividing the balance of the sums of the products by the balance of the sums of the items. And, more recently still, a gentleman in extensive retail trade said to me that not one of the numerous clerks he had employed, brought with him ability to average the time for his monthly payments! Some time last autumn it was announced through the New York papers, and from them through the country, that a prize of ten thousand dollars (\$10,000.00) would be awarded to the author of the best method of equation of payments.

Now such facts as these, not to say a common-sense view of the question, led me to suppose that an accountant who should depend upon his faculty of guessing, without verifying his guess-work, by something equivalent to the methods taught in the arithmetics, would suddenly find himself relieved from further service in that line. Large establishments of trade do not spring into existence at one bound, but, as "tall oaks from little acorns grow," they increase by degrees, looking well after small profits, and rarely do they change their habits thus formed, for any looseness that would admit of errors on either side, except through human frailty. Accuracy is needful, not only for self-protection, but to secure and retain the confidence of customers.

I had hoped to see published some or all of the methods of the fifty-seven competitors for the prize alluded to above. But, in the absence of such publication, one of those methods will here be presented.

(1.) Assume for a focal date the last day of the month next preceding the earliest maturity of any item.

(2.) Note the days between the focal date and the maturity of each item.

(3.) Reckon the interest on each item for its time, at the rate of one per cent for thirty days.

(4.) Take the balance of items ; also the balance of interests.

(5.) Multiply the balance of interest by 30, and divide the product by one per cent of the balance of items ; the quotient will be the number of days the equated time is removed from the focal date.

(6.) If the balances are both on one side of the account, the equated time is future ; otherwise it is in the past.

The two important peculiarities in this method, are the choice of focal date, and the rate of interest.

The advantage of the first, is the ease with which the time is counted, it coming in whole months, each with its particular length, except the last, in which the date itself tells the number of days wanted.

The advantage of the second, is the ease with which the interest is reckoned, it being simply a mental process, except jotting down the results ; 30 days' or 3 days' interest is shown by mentally removing the decimal point two or three places, and in most cases the time will be some multiple, or convenient aliquot part of 30 or 3, or can be readily divided into such multiple or sub-multiple. The interest of each item need not be written all in one number, but in parts as obtained ; nor need the account be drawn off for this reckoning ; but taken as it stands in the larger columns, the figures being penciled and erased at will.

Dividing the balance of interest by one per cent. of the balance of items, would give a quotient in units of 30 days ; hence we multiply by 30, that the quotient may give the days.

In regard to the direction which the equated time is removed from the focal date, we may remark, that the interest being reckoned from the focal date, a time preceding any of the transactions, it stands in the character of loss to

the respective parties, and the party who thus loses most must be compensated for his excess of loss. Now, if he owes the balance, that is, if the balances are both on one side, he must have his compensation in *retaining* the balance in his hands a sufficient time. But, on the other hand, if he is to receive the balance, that is, if the balances are on different sides, he must receive the balance (or its equivalent, of course) enough *earlier* to get his compensation for his excess in loss of interest.

If there be only one side to the account, the balances are both on that side, and the equated time will be in the future.

We will illustrate by an example :—

1871.	Dr.		JOHN SMITH.		Cr.		1871.		
June 10,	to	\$1,326.80	10	4.42	July 20,	by	\$280.25	50	{ 2.80
July 15,	"	572.40	45	{ 5.82	Aug. 28,	"	350.50	89	{ 1.87
				{ 2.86					{ 10.40
Aug. 14,	"	348.80	75	{ 6.98	Oct. 3,	"	369.25	125	{ 14.77
				{ 1.74					{ .62
		2248.00		21.72			1000.00		30.46
		1000.00		30.46					
		1248.00		8.74					
				30	31				
12.48) 262.20 (21 days.									
10th day of May.									

Counting back 21 days from the last day of May, shows the equated time to be May 10, when, if settlement were possible, paying the balance, \$1,248.00, would settle the account. But if this account should be settled on the 10th of October, the balance would be \$1,248.00, plus five months' interest at an agreed rate, say six per cent., \$31.20 or \$1,279.20.

The arrangement of the items of interest may perhaps sufficiently indicate how they were obtained ; but it may not be amiss to specify more particularly.

The first is one-third of \$13.27 ; the second is once and a half times \$5.72 ; the third is two and a half times \$3.49 ; the fourth is once and two-thirds times \$2.80 ; the fifth is

three times \$3.50, less one-third of \$.35; and the sixth is four and one sixth times \$3.69.

It is not supposed that all the readers of the *Teacher* would need such minuteness of explanation; but it is presumed that there might be some who would not care to investigate the reasons for themselves, who would follow these explanations.

This process is so simple, that it need not be excluded from a grammar-school course of study; nor need any accountant resort to guessing, in the adjusting of his accounts, for the want of either time or ability. If the account be long, requiring much time, its importance is proportional to its length; and errors assume a like importance, and are no more admissible than they would be in a smaller business.—*J. S. R., in Mass. Teacher.*

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#### THE HIGHER CALLING OF TEACHERS.

By RANDALL SPAULDING, Principal of High School, Rockville.

Is it the chief end of a teacher's life to hear recitations and get a good salary? One would so conclude from the work actually performed by a large class of teachers. A fair remuneration should be sought. Here, if anywhere, is the "laborer worthy of his hire." But if, when this is secured, no higher motive is found to operate than a mere pecuniary one, such teacher has mistaken his calling. It may be true that, as a general thing, the best paid are the most truly valuable teachers, since they are judged by the results accomplished. This, however, is not always true, because Boards and Committees are not always as well-informed and discerning as they should be; and upon these the public judgment will largely depend. No one can pronounce intelligently upon the teacher's best, though often secret and silent work, without an individual acquaintance with the characters of the scholars. This is true, because the true teacher will impart something of far more consequence than rules and facts; of none the less consequence because somewhat intangible and difficult of apprehension to a large class of minds.

That there is so much of this "paid for" teaching, is not to be much wondered at, nor will the evil be easily or quickly cured. One reason, and a very general one, is what I may call the Materialism of our time and people. It would seem that the English-speaking world, with its splendid development in number and wealth, with its awakened ardor for aggressive enterprise and material power, has long since passed the age of Intuition and Genius. This fact is clearly indicated and often averted to in the history of English literature. Political freedom, increased wealth and increased opportunities to acquire it, have so operated, that our age, more than any previous one, is subject to the reign of matter and of money. Of course, every calling is more or less affected. Work, for the blessing it confers, is seldom considered, it being regarded only for the gain it brings. The restless American, driving, pushing, pushes everywhere, and we must make the best of it.

Another reason for the above-mentioned fact, is, the actual demand for teachers. In the rapid growth of our population, the supply of well-qualified teachers has not been equal to the demand; and this I assert in spite of the fact that a vast number of girls every year apply for positions in our country schools and in the graded schools of the larger towns. Time may remedy this evil, but not without increased effort on the part of educators and a truer appreciation on the part of the public generally, of the higher qualifications requisite in the teacher's character.

In common with all who have given this matter any thought, I have my ideal teacher. But I shall not attempt a description of an ideal character. Ideals, in our time, are often enough described, too little cherished and made the spring of action. Let no so-called practical man despise them. They are the angels that beckon upward.

I purpose to mention a special work which every teacher should seek to accomplish; a work, as it seems to me, too generally neglected, but one which, in my view, is the highest to which anyone can aspire; a work, however, which, by the nobility of its character, must bring its own

reward, the faithful performance of which will not command a larger salary, which may, indeed, be utterly ignored and yet satisfaction be given in a good degree. The work to which I refer is, *the keeping of the future, with its possibilities, open to the scholar's ambition.* What these possibilities are, young scholars cannot know or fully understand when explained. It is well that it is so. The wonders of an advanced course in education, of which young minds catch but glimpses, are all the more attractive for being half-seen, just as objects seen in twilight are unnatural in size, and kindle strange emotion through their uncertain shape. The work to which I would call attention is one that deals with the imagination. This faculty, in my opinion, is made of far too little consequence in developing human nature in its years of pupilage. Character itself grows out of the "forms of youthful imagination." In it the teacher may find a delicate and effective instrument. By its aid the youth forecasts and plans. Always starting and taking its direction from the known and experienced, it is easily trained and led. To do this, and by its aid to enable a young mind to see ever stretching beyond and above it, the bright path to higher knowledge, is the teachers noblest and most pleasurable work.

A scholar should never for a moment get the impression that education ends with graduating from the room or the school in which he finds himself, or that all knowledge is contained in the text-books which he has seen. The teacher should see to it that no pupil, of whatever age or stage of advancement, be contented; that he be always allured on by something tempting and untried. No matter if his school-days must be cut short; he should so be made sensible of what he has not yet realized, that his whole life will be turned into a school-day so far as consistent with the occupation of life. This, I take it, is the best result of education. In order to work this result one need not resort to frequent and formal explanations of higher branches or courses of study; nor is much exhortation advisable.

I shall never forget a certain teacher of mine in my earliest school days at a district school in the country. To my



mind, at that period, cube root bounded the horizon of mathematical science, and in other respects were my views equally limited. What lay beyond was unknown, and, of course, unthought of. My teacher one day took me to the blackboard and stated a very simple problem in Algebra, and, as far as possible, made the process intelligible, remarking, at the same time, that I would one day know all about it. Something new and strange had come to me like the birds from an unknown shore that met Columbus. The thought haunted me like a beautiful dream. I resolved to know Algebra if it took me all my life. That teacher did more for me in that one act than others whom I could mention did in whole terms.

Pupils differ greatly in their capacity to catch an inspiration. To some mere allusions are sufficient. An old gentleman from New Hampshire said to me a few weeks since: "While a mere lad at work with my father on his farm, I one day overheard a young man reading Latin. My ambition was instantly kindled. I resolved that I would one day be able to do that." This lad, without the aid of a single cent from his father, graduated from college without debt, and now for more than twenty five years has been a useful and prominent teacher.

It will readily be seen, that, to perform the work of which I am speaking, the teacher must be a man or woman of culture. One cannot expect to lead where he has not been himself. It is the incapacity for this important work that constitutes the chief evil of many teachers of little or no culture entering upon the work for pecuniary reasons.

The teacher's attainments, without any display of pedantry, will be pretty thoroughly known by the pupils. The influence of a rich and cultured mind is contagious. To a young mind in its progressive life nothing is so inviting and helpful as a personal example.

Many teachers stimulate the ambition of their pupils, but are satisfied if this same ambition aims merely to accomplish the work immediately at hand. This is well, but is not the work to which I allude. The pupil must be incited to look with longing eyes to treasures that lie beyond. He

must be taught to regard the present stage as temporary and preparatory. I need not add that the teacher should be judicious, so as neither to discourage nor over-elate.

There is an especial need that this work be attended to in our country schools. In the well graded schools of the city, the pupils of lower grades must of necessity know something of the higher. The teacher's duty here is to make each advanced grade attractive, whether the pupil will be able to enter it or not. In the smaller country towns, the case is different. Hundreds go out from these schools, every year, who know literally nothing of what is beyond, nothing of what they might become with the inspiring aid of a cultivated mind. And these minds are bright and frequently more honest and persevering than those bred in the city.

Let us see to it then, that those under our charge be inspired to make the most of themselves. For instance, never allow a boy to say that he cannot go to college, for, beyond question, every boy of fair ability and energy can do this if he chooses, and I wish that the same might be affirmed of the other sex.

I mention the college, not as essential, but as one of the many valuable helps in a comprehensive course of education. While thousands will be unable to reach a high degree of culture, the desire to do so will lead them to improve every opportunity, and will lead them to heights, which, otherwise, they had never essayed to climb. In the battle of human life, to strive is nobler than to win.

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#### MONTHLY EXAMINATIONS—DO THEY HAVE THEIR PERFECT WORK?

A system, no more than an individual, can become great without arousing enmity. Envy is always the penalty of success. Our public schools are too powerful to have escaped calumny, even were the elements of our civilization less reactionary. But when that which rides at ease to-day on the topmost wave of success is to-morrow certain to be left stranded and desolate, it can not be a wise policy which

would commit the vital interests of education to the uncertainty of popular favor while, either in methods or results, any thing is open to justly severe criticism.

A large and increasing class in this country either openly or secretly oppose our schools. Every error of ours, every partial failure of our system, is instantly turned into a weapon aimed at our life. No allowance is made for inevitable friction, nor is it even admitted that there may be much good in that for which no one claims perfection. It is not fair criticism, it is persecution, rather, with which we are pursued. The elements going to form the class opposing popular education are various—large tax-payers of little public spirit, short-sighted politicians, advocates of private or denominational schools, and that portion of our 'American Aristocracy' who fear lest scholastic equality may level social barriers. Of course, the class, wealthy and influential, makes its voice heard in society and sends forth its manifestoes through the press.

It is well for us, so far as we can, to meet our opponents on their own ground and with their own weapons; but it is of much greater importance that we ourselves discover faults in our teaching, and that we ourselves apply remedies. The aim of our schools is thoroughness; yet it is an open question whether thoroughness be always the result of our methods.

Of late years our instruction has had no more powerful auxiliary than the monthly examination. All written work is preferable to oral in this, that the most timid is on an exact level with the most audacious, and that no one except the culpably slow of hand or thought is taken at a disadvantage. By no other means, in fact, can a pupil or his parents be so surely convinced of the boy's real standing, nor perhaps in any other way can facility of expression be more readily acquired. All that any one can say in favor of written examinations I most heartily indorse; at the same time, it seems to me that there is a failure in results not necessarily resultant from the conditions.

Here, then, is a difficulty. There is so much to be done in so little time that all progress must needs be in a straight

line. Of course, if, with a view to that final examination, you zigzag here for an illustration and there for a fact not contained in your text-book, you but waste your time. Few boards will be severe in judgment toward one who knows word for word what his book contains; and this, by some subtle intelligence, the heritage of generations, our scholars know. So, as a drowning man to a spar, they cling to the compendium of history, and away on the ocean of oblivion float all the treasures culled through forty laborious weeks from classical dictionary and encyclopedia, from Plutarch and Herodotus, from Macaulay, and Froude, and Bancroft. Therefore it is hard for us to say "this child needs more geography and less history, more arithmetic and not so much grammar." All unconsciously to ourselves, we're thinking "He will surely fail on his examination"; and, unless we are more than human, we will on rare occasions say—not "Charley, my dear boy, don't you see how necessary it is that your mind should be strengthened by study and reflection? Don't you see how important it is that you should learn something of the great men and the little ones, as well who have moulded or been moulded by the past? Don't you see that you must learn geography in order that you may know where those men lived and where the men of to-day live? Don't you want to know whether we get our tea from Alaska or from the South Seas? Don't you want to know whether sugar is found pure or in combination? In short, don't you see you should know all that any one knows about any thing, and that you should be able to accomplish every thing that any body has done? In stead of this, we sadly say, "Charley, my dear, if you go on in this way there'll be no possibility your passing your examination. You'll be obliged to study geometry another year. Reflect! Reform!"

"The fault, dear Brutus, is not in our stars," yet the fact remains, "We are underlings." For when Charley is before us in recitation, even then, there is, as it were, an influence descending upon us like the dews on Hermon, from that distant path of tears. We do not so much teach as we prepare: it is not that our pupils are well educated, but rather that they have a 'good fit.'—*Illinois Teacher.*

## EDITORIAL.

## VACATION IS OVER.

Vacation is over and most teachers have reported for duty. The fall campaign has commenced. The furlough which you all received (no doubt as a reward for honorable service,) has expired. We trust that it was spent away from the city, either among the mountains, in the quiet country, or by the sea side, and that you returned sun-browned and weightier if not better.

The body and soul thus invigorated, we believe that you will enter upon your work with new inspiration. No doubt, our "superior officers," the School Committee, in their next general orders will announce that the *esprit de corps* was never better, and will be so delighted with results that they will grant even a longer "leave" after the summer campaign of 1872.

Now for work! John, Alice, Bridget and Patrick are in their accustomed places. With what reluctant steps were they seen moving into line about nine o'clock the first day of school. They too have had a good time and now consider that the day of their misfortune has come. But never mind, in a few days they will be settled down to work and mischief.

Teachers—Do you intend to do better work than last year? If so, how? Improve yourself. Profit by the experience of the past. Think where you have failed, and how you can do better. Visit other schools and observe methods of instruction and discipline in schools of established reputation; consult other teachers in regard to their experience in teaching the branches with which you have to do. Read educational works and acquaint yourself with the best thoughts of others on the Philosophy of Education. Identify yourself with those in our State who are in the advance guard in educational matters. Finally, read the *SCHOOL JOURNAL* or some other educational magazine, and if you can find time, as you can if you *will*, write for it and give others the advantage of your thought and experience.

Our list of contributors should be doubled at once, and the usefulness of the *JOURNAL* thus increased in the same proportion. We should be pleased to enter you on that list; shall we not? Address all communications to *Resident Editor, School Journal, New Haven, Conn.*

## STATE TEACHERS' ASSOCIATION.

The teachers of Norwich have invited the State Teachers' Association to hold its next annual meeting in that city, and have engaged promptly and vigorously in the work of preparing for its reception, by appointing committees to make the necessary arrangements, and to secure places of entertainment for ladies who may attend.

Accordingly, the twenty-fifth annual meeting of the Association will be held in Norwich, on the 19th and 20th of October, 1871.

Names of lecturers, topics for discussion, traveling facilities, etc., will be announced as early as practicable. "Teachers can be accommodated with board at the Wauregan House at \$2.50 a-day; and at the American House for \$1.75. Lady teachers will be entertained in private families if they prefer. Principals of schools are requested to send to N. L. Bishop, Norwich, the number of teachers under their charge who will attend the meeting."

Notice of the time and place of meeting is given thus early in order that teachers and school officers, and all interested, may have ample time to arrange for attendance. The programme will be published in the next number of the JOURNAL.

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#### NATIONAL EDUCATIONAL ASSOCIATION.

The meeting of this Association was held in St. Louis, August 22d, 23d and 24th. It was one of the most important educational meetings ever held in this country. Its national character, the diversity of the subjects discussed, the high reputation of the participants, many of whom have distinguished themselves as original thinkers, earnest speakers, and vigorous writers on the great educational topics of this progressive age, tended to make the meeting of unusual interest and to draw together in that great western city a large number of the profession from all parts of the country. New England was not as largely represented as it was last year when the meeting was held at Cleveland, for several reasons: on account of the distance, the imperfect railroad arrangements for return tickets for those going from New York and Boston, and on account of the meeting being held so late in the summer vacation.

It seems to us that future meetings should be held nearer the middle of August, on account of the distance which many must pass over in order to attend. If teachers from Maine and California meet at any intermediate place, it will take a number of days for them to return. These annual meetings from a small attendance and minor interest have come to be largely attended. Fourteen years ago (1857) the National Teacher's Association was formed. During two years of the war, 1861 and 1862, and also in 1867, there were no meetings. Subsequent to the organization of this Association the American Normal School Association was formed, also the National Superintendent's Association was organized. These held their meetings during the same week and were mainly independent of each other. Last year they were fused into one, and to these were added other departments. This year we have, then, THE NATIONAL EDUCATIONAL ASSOCIATION. It has its officers and lecturers. It is also divided into four sections: viz., Department of Higher Education; Normal Section; Superintendent's Section; Elementary Section; each of which has its officers and lecturers. Those specially interested in Primary Instruction have an opportunity of listening to lectures and discussions which pertain to their field of labor; those interested in High School and Collegiate Education to theirs; those interested in modes of training pupils to become teachers to theirs; those interested in the supervision of school work to theirs. Thus it gathers together all classes of educators from the lowest to the highest, co-laborers in one broad field, and that, our country.



It was not our good fortune to be present at the meeting this year, but we have received, through the kindness of Hon. William T. Harris, Superintendent of the Public Schools of St. Louis, full reports of the proceedings, an abridgment of which we give our readers.

TUESDAY, AUG. 22.—MORNING SESSION.

The National Educational Association met in Polytechnic Hall. The attendance was very large, over five-hundred *members* being present. Mr. J. L. Pickard, President of the Association, occupied the chair. The convention was called to order at 10 $\frac{1}{4}$  o'clock.

WELCOME ADDRESS OF GOV. B. GRATZ BROWN.

Gov. Brown, after the usual words of welcome in behalf of the State of Missouri and the city of St. Louis, spoke as follows on the general subject of education:

The subject of education is one whose vast importance to society I need not dwell upon in this presence. What its relations are, however, may be a matter some day of more thorough scientific inquiry than has ever yet been obtained. For my own part, I am something of a sceptic as to the general dogma that schooling, in its present accepted phraseology of popular education, is the foundation of all the virtue and the morality of the community. I know that it is a favorite theory, and especially with the lecturers, that ignorance is the mother of vice and that knowledge is the road to virtue. But I think that the value of education to society is much misstated when thus presented. Education, as an aid to social life, is chiefly serviceable in the first instance as furnishing better facilities for the protection and provision for oneself and family in the present social condition, and second, for the larger comprehension it inculcates of interests and conventional dependencies that justify self sacrifice in sustaining the social order. It is very customary declamation to pronounce that education is the great safeguard of republics against the decay of virtue and the reign of immorality. Yet the facts scarcely bear out the proposition. The highest civilizations, both ancient and modern, have sometimes been the most flagitious. Nowadays, certainly, your prime rascals are educated rascals, and it is at least doubtful whether education in itself, as now engineered, and confined merely to the acquisition of knowledge, has any tendency to mitigate the vicious elements of human nature further than to change the direction and type of crime. This is not alleged, be it understood, of moral culture or of religious instruction, but simply of the education of the intellect as it really obtains. We all recognize that a great change has been produced in the categories of crime by the increasing diffusion of knowledge; that many of the old vices of human nature have almost vanished, such as "immortal hate and the study of revenge," which was the special target of elder moralists; but, in their stead, have come into being more acute knaveries, the very product of cultivated intellect. Do not the cheateries of the present day in all the various manifestations of adroitness rival any of the past; only that they are more refined, specious and educated? Have you not a class of crimes almost unknown to the former time, and are not your statute laws everlastingly running a muck with the increasing ingenuity of swindling? I say, therefore, frankly, that whilst an earnest advocate of education, believing that knowledge is power, confessing that true advancement

can only repose upon education, yet it is only a self-delusion to misstate the question and blind our eyes to what it does effect, by claiming for it what it does not by any necessity accomplish. And this is no trifling matter, for, unless we do recognize its true bearings, we shall never know how to deal with its social results.

In saying thus much, I have only desired to question one of those current affirmations so common nowadays, in order that attention may be drawn to the more rational bearings of the subject, and to the inquiry started as to what is the remedy for that concomitant crime which education fosters. It would render me extremely prolix to enter into any analytic discussion of this problem, and it may be sufficient, therefore, to indicate the general tenor of impression by saying that I believe the best remedy for the disease will be found, apart from moral and religious training elsewhere, in teaching somewhat of the actual compensations of nature; in taking the criminal code into your schools and collating the action with the retribution; in demonstrating virtue as its own best reward, not by axiom but by illustration, and in showing forth by suitable methods that wrong is ever miscalculation, and therefore foreign to the first law of education. Have you to-day any text-book of crime and misdemeanor in your schools? Do your young men grow up knowing what obtaining money under false pretences means? Are your lessons of the penitentiary and the reformatory ever applied in the school-room? And yet, whilst forcing the faculties of youth to their highest acuteness, you would leave them unguarded amid sordid greed for gains and unschooled in the principles of honor and integrity.

You have met, ladies and gentlemen, for the purpose of considering how far the great problems now mooted by the public mind, in connection with the best methods of instruction, may be advanced by concerted action and discussion. Whilst thus setting before you in brief, therefore, the outline of our establishment, I have deemed it best to accompany it with recognition of one of the chief shortcomings of education as it effects public society. \* \* \* \* \*

The address was responded to by the President, J. L. Pickard.

Brief addresses were made by Eli T. Tappan, of Kenyon College, Ohio, in behalf of the Department of Higher Education; A. C. Shortbridge, in behalf of the Elementary Section; S. H. White, in behalf of the Normal Section; W. D. Henkle, in behalf of the Superintendent's Section.

The general association then adjourned to eight o'clock P. M.

#### AFTERNOON SESSION.

In the afternoon the four sections into which the members were classified—the departments of Higher Education, Normal and Elementary Education, and Superintendent's Departments, met in different rooms, and transacted the business before them. In the Department of Higher Education, Mr. Eli T. Tappan took the chair and called the meeting to order.

Mr. H. K. Edson, of Denmark, Iowa, then read an essay on "Classical Study, and the means of securing it in the West."

The subject was discussed by Dr. Reid, of the State University; Prof. Williams, of the Cleveland High School; and Dr. Gulliver, President of Knox College, Illinois.

Hon. John Eaton, Jr., United States Commissioner of Education, then read an essay on "Superior Instruction in relation to Universal Education. Want of space prevents us from presenting the essay, which possesses great merit and elicited frequent applause.

At the conclusion of the address Rev. Mr. Gulliver offered the following resolution:

*Resolved*, That the convention highly approve the effort now in progress to unite more perfectly the courses of study in the public high schools and the colleges by introducing special classical courses on the part of the schools, and by modifying, without lowering, the requirements of admission on the part of the college; and that we also heartily indorse all efforts to supply any temporary or permanent deficiency in the classical instruction furnished in the public schools or by academies specially devoted to the studies required in preparation for college.

A lively and interesting debate followed, in which Mr. Tooke of Dickson College, Illinois, Prof. Shaffer of Chicago, Dr. Wallace, Prof. Blodgett of Rockford, and others, participated.

The resolution was adopted.

#### NORMAL AND SUPERINTENDENTS' SECTIONS.

Owing to the non-appearance of Mr. J. D. Philbrick, of Massachusetts, who was to have read a paper on "The Normal School Problem," in the Superintendents' or Third Section, the Normal and Superintendent's Sections were consolidated.

Hon. R. Edwards, President of the Illinois Normal School, was called upon for a paper on "Model Schools in connection with Normal Schools," of which we can present only an abstract. The first consideration is, to what extent will we be benefitted by a model, in connection with a Normal School? Is it worth the labor and time which must be bestowed upon it? Will the results likely to be achieved be a sufficient reward? While it is true that there are many Normal Schools of a high degree of excellence which are without a model department, it is also true that they would be more successful in its possession. It is plain that logic favors it. Teaching is a practical art and should be preceded by a practical apprenticeship. In all other arts in life, the applicant, to be successful in securing a position, must be able to say that he can perform the work for which he applies. Not theory, but actual executive ability is demanded. What is meant by a model school? Some mean by it a school perfect in its action, real and established; others regard it as a school for the practical experiments of teaching. In the former the pupil is taught to reproduce in every particular the model teacher; in the latter originality is secured. The science of education is not fully understood, and in subordinate schools theories and methods are subjected to trial and results noted.

There are three uses sought by the model school. First, good teaching and government; second, to furnish apprentice work; third, opportunity for experiment. Shall we attempt to accomplish all this in one school, or shall we divide them? Can a school be model, and at the same time present opportunities for experiment? He believed that a combination of the two is possible, and that a school can be conducted in a model manner and yet afford means for practice to the pupil; that all these objects can be better accomplished together. Every young teacher needs the inspiration that comes of seeing things well

done, needs the stimulus to improvement in his own work, and needs them side by side. The work which the pupil undertakes in the model school must be of the same nature as that which is to come after. The young teacher must be left *alone* with his pupils; only suggestions should come from the principal. The elements of naturalness are not well enough observed in our schools. Permanency is a prime element. It is impossible to judge of the ability of a teacher by the method of substitution. He needs time in which to show forth his powers. When he has taught for six months and has acquired the respect of the pupils, he has a right to all the strength that respect will give. Practice in the model school is to furnish ability, and to test it. Neither can be accomplished in a short time. How shall the model school be adjusted? First, let it be graded, from the lowest department to the high school; second, let each grade be under the charge of a competent teacher, who will furnish proper instruction; third, at the beginning of each term, let such pupils as are fully prepared be assigned to the grades as teachers. The class should occupy the time of the pupil-teacher for about forty-five minutes in addition to the time allotted for the preparation of lessons; fourth, let the work of the pupil-teacher be under the supervision of the principal of the grade; fifth, let there be a stated meeting every few days to discuss the different modes of teaching; sixth, let there be an exhibition once a week of the different methods in the presence of the entire normal school; seventh, let every fault be privately pointed out to the one committing it, with the understanding that it is to be at once corrected; eighth, let the status of the class be taken at the time it is placed in the hands of the pupil-teacher, and also at the end of the term, to ascertain the progress made; ninth, let four such terms of teaching be required of every pupil; tenth, let the senior class of the normal school be a visiting committee and required to report on the grades visited. Mr. Edwards submitted these as not the only regulations which might be adopted, but as one method, at least.

The subject was discussed by Miss Anna C. Brackett, Principal of the Normal School of St. Louis; Hon. William F. Phelps, President Normal School, Minn.; and Dr. J. H. Sangster, Superintendent Normal Institution of Toronto, Ontario.

In her carefully prepared paper, Miss Brackett said: A model school exists *for* the Normal School, and has no independent existence. Referring to the necessity for special education, she stated that, as civilization advances, the tools and appliances for labor become more numerous as the demands become varied; so do the requirements of education demand special institutions for special work. It is sometimes asserted that the institutions for higher culture are more capable of developing teachers than the Normal Schools, and that the latter are unnecessary. But the work of education is not alone to secure intellectual superiority, but to elevate the moral, individual and spiritual conditions.

The State requires a development in a particular direction, and it is the object of a special school to induce that development. It should be mechanical as well as intellectual. The character of the recitations in a normal department is the same as in the institutions for higher education, and in this particular there is a combination of the two. As much general culture as possible is to be given, but this is not a leading aim. It is the province of a Normal School to teach the *how*, and not the *what*. One aim is, to secure naturalness. The pupil is to avoid trying to teach what was seen at normal, and rely upon his own faculties. In the practice of normal the pupil-teacher must be alone, the teacher

placing himself in the position of a pupil. Of two facts to illustrate a subject, the *best* should be chosen. Lessons should be analyzed, and the why of the how ascertained. Much time is to be given to criticism. Only on the question of the theory and art of teaching should the teacher assume his superior position. Men and women must be made of the pupils immediately upon their entry into the school-room. They must be made to take full responsibility and be held to strict account. The relations of teacher and pupil must be a purely business one. Discipline and method are indispensable. There should be perfect self-possession in government. There is no excuse for embarrassment. Too much energy is to be deprecated. A long and steady attendance is of absolute necessity. By a model school is meant one taught by competent teachers, not pupils.

## ELEMENTARY SECTION.

In another room the Elementary Section held a separate session. Methods of teaching primary reading were considered in an essay by E. E. White, of Ohio, which was followed by an address on "Method of Teaching Languages," by D. H. Cruttenden, of New York. A discussion followed the reading of each essay. A. C. Shortridge, of New York, presided.

## GENERAL ASSOCIATION.—EVENING.

A meeting of the General Association was held in the evening, in the large hall of the Polytechnic building, which was filled by an intelligent and attentive audience. The meeting was called to order by the President, Mr. Pickard, who then announced the committees on resolutions, honorary membership and nominations; the latter committee consists of one delegate from each State.

Mr. J. N. Dyer extended an invitation to the members to visit the Mercantile Library during their stay in the city, which was accepted with thanks.

Mr. J. P. Wickersham, of Pennsylvania, then delivered an address on "National Compulsory System of Education impracticable and Un-American," in which he reviewed a bill introduced during the latter part of the last session of Congress, by Mr. Hoar of Massachusetts. The discussion of the bill in Congress, he said, and the comments on its subject matter by the press, exhibited a sentiment in favor of some such system as that contemplated. The defeat of Mr. Hoar's bill does not settle the question; its future consideration is probable, and it will become this body to give it due consideration.

Mr. Wickersham then examined in detail the nineteen or twenty sections of the bill, which, speaking generally, provide for the appointment, by the President, of a State Superintendent, who limits the number of schools in each district, which are leased or purchased under the direction of the Commissioner of Education; all teachers are employed by local superintendents. A direct tax of fifty million annually is directed for school purposes, assessed and collected just as the internal revenue.

The speaker opposed such a measure on the grounds that the establishment of such a system is in opposition to the uniform practice of the national government; in opposition to the views of the founders of the republic and the leading statesmen of the nation; is of doubtful constitutionality, and in opposition to a sound Republican, political philosophy. Mr. Wickersham reviewed the condition of things at the South, out of which, he said, arose the idea of the

bill. In view of that state of affairs, let Congress judiciously aid the South in the efforts it is now making.

#### SECOND DAY.—MORNING SESSION.

The different sections of the Association assembled in their respective rooms yesterday morning, for the discussion of subjects relating to the different branches of education. Probably the most interesting of the proceedings was the subject of compulsory education, which was discussed in all its bearings. While a majority of the members advocated the right of the State to compel attendance at schools, they were divided on the matter of its expediency.

In the section devoted to the interests of higher education, an able paper on "Modern Mathematics," was read and discussed, and on the much-vexed question of the pronunciation of Greek and Latin.

The following is an account of the proceedings of the different sections :

#### DEPARTMENT OF HIGHER EDUCATION.

This department was called to order by Mr. Eli T. Tappan, Corresponding Secretary of the Section, and proceedings were then opened by a prayer by Dr. David A. Wallace, President of Monmouth College, Ill.

Dr. Gulliver, from the committee to whom was referred the resolution offered Tuesday, reported, recommending that the subject be laid over until next year. The resolution is, in effect, that "the convention highly approves the efforts now in progress to unite more perfectly the courses of study in the public high schools and the colleges by introducing special classical courses on the part of the schools, and by modifying, without lowering the requirements of admission on the part of colleges."

Prof. T. H. Safford, of Chicago University, then presented his paper, on the subject of "Modern Mathematics in the college course." The following is the thesis of the essay :

1. Our college course of mathematics must contain in future more synthetic geometry and less algebra and higher analysis; more practical and less abstract matter.

2. Time must be gained by beginning geometry in an elementary way before the preparatory college course.

3. Geometry and arithmetic—both subjects taken in their broadest sense—must go hand in hand throughout the course; must continually support each other, each retaining its individuality. What we now call analytical geometry must be introduced in various stages with geometry proper.

4. The text-books must diminish in size, and be largely supplemented by oral teaching. Both teacher and pupil must learn better how to work at the subjects, not at the books merely.

5. The interests of educational science, of mathematical science, of physical science and of practical utility, alike demand these changes.

The essay engaged the closest attention, and was warmly applauded at its close.

President Tappan resigned the chair to Dr. Gulliver. He was delighted, he said, with the paper just read, so full of thought and suggestion. He was satisfied that the amount of mathematics now included in the college course was



too great, and doubted whether the mathematical studies of the sophomore year should not be made elective.

The questions presented in the essay were then discussed by Professor Woodward of Washington University; Dr. Gulliver, of Knox College, Illinois; Professor Safford, and others. The points discussed were mostly technical, and are not of public interest.

At the conclusion of the debate, the section adjourned to another room to listen to an address on the "Pronunciation of the Greek and Latin Languages," by Prof. Henry M. Tyler, of Knox College. He advocated the adoption of the continental system of pronunciation, which, he asserted, was the natural mode. He looked upon the "English system" of pronouncing Greek and Latin as unnatural. It was just as absurd to give the English accent to these ancient languages as it would be to Anglicize modern German or French. The adoption of the "continental system" was the only way to arrive at uniformity and correctness in pronunciation.

#### NORMAL DEPARTMENT.

This section was called to order, and prayer offered by President Edwards.

Mr. C. H. Verrill, of Pennsylvania, being absent, his paper was replaced by that of Mr. J. D. Philbrick, of Massachusetts, which appeared on the programme for Tuesday.

The paper prepared by Mr. Philbrick, was read by President Henkle, of Ohio, on the subject of "The Normal School Problem." The writer described at some length the four State Normal Schools of Massachusetts, and referred to their success. The Normal experiment had proved highly beneficial in promoting education in the state. They had demonstrated the necessity of special preparation as a prerequisite to teaching. Still they could furnish but one-tenth of the number of teachers required in the public schools. The question, then, was how best to secure to every child a normally trained teacher. It has been proposed to engraft a Normal department upon High Schools and Academies, but this was a most extravagant mode of accomplishing the object. It had been tried elsewhere and had not been justified by success. But why not increase the number of schools of the existing pattern? The objection was two-fold. First, the expenditure of time and money necessary to complete the prescribed course was too great to be undertaken by teachers looking for remuneration to employment in the schools of the rural districts. Second, it is impracticable in view of the large expenditure from the public treasury which it would require. The solution of the problem, however, consisted in the establishment of another description of schools suited to the present circumstances, in respect to their cost and their course of instruction. There could be no valid objection to the plan of providing different grades of Normal Schools. The cost of establishing such institutions would not be great. The Normal School problem was the same in all the States of the Union. In no State had more than a beginning been made in providing normal instruction, and that beginning consisted in most of the States in the establishment of one school, or at most, a very limited number aiming to be of a high order, with courses of study in some instances covering the ground even of a collegiate education. These schools were evidently too high in their range of studies to meet the necessities of the mass of the common school teachers at the present time and in the near future.

The fact that the greater portion of teachers in American schools were females had an important bearing on this subject. Their term of service was generally too short to acquire much skill by experience, and it became vastly important that the teacher should begin with as much special training as possible. To justify the existence of Normal Schools it was necessary that they should not exhaust their energies and resources in carrying on a course of education parallel with those which belonged to institutions for general education, but that they should limit themselves as far as practical to their appropriate sphere of normal training.

Prof. Phelps, chairman of the committee to whom the paper on "The Normal School Problem," was referred, reported in favor of the adoption of the recommendations contained in the paper, with the exception of the last. If the proposed policy should be adopted, the committee held that it should be adopted without regard to the needful expense of the undertaking. They did not, however, advocate needless extravagance in any case. They offered the following resolution:

*Resolved*, that a committee of five members of this association be appointed by the chair to report at the next annual meeting a plan for a more general extension of the Normal School system, to the end that its benefits may be secured to the great mass of the teachers of the country.

The report and resolution were adopted.

#### AFTERNOON SESSION.—THE STATE AND EDUCATION.

The four sections of the convention met together in the Polytechnic Hall, at 2 P. M.

Mr. Newton Bateman, of Illinois, introduced the subject, "How far may the State provide for the Education of her Children at Public Cost?" After reviewing the subject at considerable length he said: I believe then that the question for American statesmen is, not how little but how much can the State properly do for the education of its children. I believe that the one thing most precious in the sight of God and of all good men is the welfare and growth of immortal mind, and that to secure this on the largest scale, legislatures should go to the verge of their constitutional powers, courts to the limit of their liberality of construction, and executives to the extreme of their proper official prerogative. I believe that an American State may and should supplement the District School with the High School, and the High School, if need be, with the University—all at the public cost—exhibiting to the world the noblest fruitage of the century—a model free-school system. And when there is added to all this as I believe it, is written in the future that there will be, an educated national university, standing at the head of all, crowning all—then will we, indeed, have a perfect system of American public education; one that shall be *totus, teres, atque rotundus*.

Mr. Wm. T. Harris, of Missouri, followed with a paper on the same subject.

#### A NATIONAL UNIVERSITY.

Dr. Hoyt presented the report of the committee on the establishment of a national university. The report recommended the nomination of a permanent committee of thirteen to perfect a plan for the establishment of a national university, and to obtain for it systematic and effective support when a bill for the purpose shall be brought into Congress. The report was adopted.

EXCURSION TO IRON MOUNTAIN.

Before adjourning, the President of the association notified the convention that they had been invited by Mr. Thomas Allen, President of the St. Louis and Iron Mountain Railroad Company, to visit Iron Mountain and Pilot Knob on Friday, leaving the city at 7.30 A. M., and returning about 10 o'clock at night.

CENTENARY EXHIBITION.

On motion of Mr. Jno. Elliott, a committee consisting of one member from each State was appointed, to make arrangements on behalf of the Association for the national centenary exhibition, to be held in Philadelphia in 1876.

A LOOK AT THE SUBURES.

At five o'clock about sixty carriages left the building, and conveyed the members of the Association to Shaw's Garden. The evening was pleasant, and the carriages drove rapidly through the more thickly settled portions of the city, past Lafayette Park and up the long avenue that leads to the place of Mr. Shaw. The members were welcomed by that gentleman, who conducted them over the grounds, the hot houses, "lovers' lane," pagoda, and through the walks that intersect the garden.

At Mr. Shaw's residence a repast was set, which was highly enjoyed by the guests, who soon after took their departure.

EVENING SESSION.

The chair was taken at 8 o'clock.

Prof. Cruttenden, of New York, offered the following resolution:

That a committee of three be appointed by the chair to devise a plan according to which reports on the orthoepy and orthography of English words may be brought before the Association.

The resolution was adopted.

COMPULSORY EDUCATION.

Discussion on the question of compulsory education was resumed.

Prof. Rolph said he was utterly opposed to the tendency to look to the government to carry out a system of education. He was opposed utterly to the general government taking any part whatever more than to assist the people in perfecting the educational system. He was opposed even to the State taking the place of the people in the work of education, and on this ground he could not approve of Mr. Hoar's bill.

Mr. Beckington, of St. Charles, said Mr. Hoar's bill was not properly understood by Mr. Wickersham. The bill was this: That those States of this Union that failed to make any provision for popular education, should, in some measure, be constrained to do it by the general government. That was all. Centralization was dangerous, but ignorance and crime were more dangerous. The manifest destiny of this nation was, to annex all this continent. In New Mexico ignorance and immorality were universal, and these, added to the Southern States, where ignorance and crime also prevailed, would endanger the safety of the nation far more than the dreaded centralization to result from the bill.

Mr. Wickersham denied having misrepresented Mr. Hoar's bill. On the contrary, he had given the substance of the bill almost in its own words.

Mr. Platt, of Kansas City, said: The principal objection to the bill is, the fact that it centers the whole power in the President, and there is concentration such as a monarchy could desire. Now, the gentleman has asked us, what are we going to do with New Mexico and other territories from time to time to be annexed to our government? What have we done for the last half century and what are we to do for the next fifty years? Do as we have done in the past. Trust to democratic and republican education. Let it take its course untouched and untrammelled by any constitutional or government regulation. If we have got on so far without compulsion, I ask if we cannot with the satisfactory evidences of the past, trust to the future. We are a democratic people and Mr. Hoar's bill, all of you who have read it, know that it says that that that is the foundation of democracy and republicanism. It is purely anti-democratic and anti-republican, and it was represented plainly last night, and in its truthfulness. We have got along thus far, and trusting in the future, we will get along then, too.

Prof. Rolph denied that New Mexico was as bad as it had been represented by Mr. Beckington. He had the evidence of intelligent residents of New Mexico to the contrary.

Mr. E. E. Henderson, of Arkansas, said, that while compulsion was not needed in the North, it was in the South. The success of reconstruction could only be assured by it.

Gen. John Eaton, Jr., United States Commissioner of Education, read an able address on "American Education Progressive," which he had read at the American Institute of Instruction last month. The document was an eulogy of the Freedman's Bureau, and the work performed by teachers in the South, in educating the colored population.

Mr. Wickersham offered the following:

*Resolved*, that this Association will look with favor upon any plan giving pecuniary aid to the struggling educational system of the South that the general government may deem judicious.

This resolution was adopted, and the discussion ended.

#### ELECTION OF OFFICERS.

The following were elected officers of the Association for the ensuing year:

President, E. E. White, Columbus, Ohio.

Vice President, W. F. Phelps, Minn.

W. T. Harris, Mo.; J. H. Jurey, Miss.; J. M. McKenzie, Nebraska; H. E. Harden, Mass.; S. W. Bulkley, N. Y.; Newton Bateman, Ill.; W. D. Williams, Ga.; W. H. McGuffey, Va.; Otis Patten, Arkansas; Wm. Swinton, Cal., and Alex. Martin, W. Va.

Secretary, S. H. White, Peoria, Ill.

Treasurer, John Hancock, Cincinnati.

Counsellors at Large, J. P. Wickersham, Pa; and C. C. Rounds, Me.

Counsellors, Edward Conant, Vt.; W. E. Sheldon, Mass.; Mrs. M. A. Stone, Conn.; N. A. Calkins, N. Y.; John S. Hart, N. J.; A. D. Williams, W. Va.; J. T. Malone, Md.; B. Mallon, Ga.; J. W. Bishop, Miss.; H. L. Hay, Texas; W. T. Luckey, Cal.; H. H. Roschig, Ohio; Duane Doty, Mich.; Miss N. Cropsey, Ind.; R. Edwards, Ill.; Mrs. N. S. Roberts, Ky.; J. W. Hoyt, Wis.; A. S. Kissell, Iowa; W. O. Hiskey, Minn.; Miss Lucy J. Maltby, Mo.; E. E. Henderson, Ark.; Miss H. E. Cummings, Neb.; J. Denison, Kansas; J. H. Holmes, D. C.

## THIRD DAY.—MORNING SESSION.

## ELEMENTARY SECTION.

Mary Howe Smith, of New York, read a paper on "Methods of Teaching Geography." The subject divided itself into four questions. 1. What belongs to it—what is the nature of the science of geography? 2. What parts of this subject belong to the elementary grades of school and what is the order in which those several parts should be presented to students? 3. What general principles underlie all methods of instruction, are applicable to this subject? 4. What special processes in the class-room are the outgrowth of these general principles? It is only recently that we have come to look upon geography as an organized science. There are three departments in geography; 1st, a general view of the earth as a whole, giving a sort of skeleton or outline view of the earth, its form, the proportion of land and water upon its surface, the size and positions of its continents and oceans, together with all that is most important in connection with each continent, its countries and their people, leaving out all important details to be gained by miscellaneous reading in after life. The second department is a minute and exhaustive study of each continent, taking into consideration its physical structure, climate, character and natural resources of each region composing it, together with their political features. In the first department are simply the fundamental, the grand features. In the second we have the same grand features. In the third we have the same grand features, with additional information. The first is an outline merely, the second is the finished drawing. In the third department of the subject we have a study of the laws and principles generalized from the immense mass of facts, of phenomena which come to our knowledge in the first and second departments. The mode of acquiring knowledge is often more important than its possession. Diverse as the different methods of teaching are, the motive is the same in all, namely, to give their pupils the most thorough knowledge of the subject under consideration, and at the same time to secure the greatest amount of mental exercise, discipline and growth which can be secured during the limited period generally allowed them for the pursuit of knowledge. They desire to construct a powerful, well-disciplined, well-informed manhood. The objective method of teaching should be pursued till the pupil has learned to read readily and intelligently. Then text-books may be used, and each day a few minutes should be devoted to conversation, at the close of the lesson, on the subject of the next lesson. By degrees, as the pupil becomes accustomed to the meaning of words, these conversational exercises should be discontinued. Teach the child first the geography of his own country, afterwards extending it to other countries.

A discussion on the subject, "What Constitutes a Good Primary Teacher?" occupied the section till noon, when it adjourned.

## HIGHER EDUCATION SECTION.

In this department discussion of the subject of "The Pronunciation of Greek and Latin," was resumed.

Miss Margaret F. Buchanan, of the Chicago *Evening Post*, argued that the English method of pronouncing the Latin and Greek languages should be dropped, because it was an invention, a mere Anglicism; because, granting that the continental method was not absolutely accurate, it was as nearly as human

tradition and knowledge could ever secure. It was a direct legacy to the continental peoples from the nations who employed Latin and Greek; because the English method was suicidal to the poetry of both languages, and was the pronouncement of a sect, while the continental was that of the world.

After an interesting discussion, the following resolution was adopted:

*Resolved*, that a committee be appointed to prepare rules for the pronunciation of Greek and Latin so far as uniformity can be attained, to be submitted to the next annual meeting, and that the committee be requested to correspond with the committee of the Philological Association.

Professors Tyler, Kistler and Boise were named a committee, with power to add two more to their number.

#### AFTERNOON SESSION.

Mr. Thomas Davidson, of Missouri, read a lengthy paper on the subject of "Pedagogical Bibliography—its Possessions and its Wants." Mr. Alfred Kirk, of Illinois, read a paper on the subject, "What Moral Uses may the Recitation Subserve."

#### EVENING SESSION.

The convention assembled at 8 P. M., after transacting some routine business.

Mr. Williams, of Cleveland, read a paper on the subject, "Place and Uses of Text-Books." The time is approaching when comparatively few schools will use text-books in the first period of the child's education. In the second period text-books should be considered as an exceedingly useful means, but a subordinate means, to the intelligence of the thoroughly trained, judicious and learned instructor. The text-book should furnish the subject matter, while the teacher should supply proper method, supplementing the inevitable deficiencies of the books. In the third period the pupil shall be encouraged and required to consider his text-books merely as a text for his own more extended research, testing and supplementing their statements by experiments and reference to other sources of information. The work of the third period, if properly conducted, should tend to gradually free the pupil from text-books and teachers, of emancipating him from the condition of pupilage and making him more and more an independent student and investigator. In the fourth or final stage of the student's career, he should be expected, not only to choose his own manuals and work up his subjects after his own fashion, but to seek for himself, under proper guidance, the very sources from which his materials may be derived. Such a system of instruction would make self-reliant men—

"Men, my brothers—men, the workers, ever reaping something new,  
That which they have done but earnest of the things that they shall do."

Mr. Calkins, of New York, believed that the teachers should work more themselves, supplementing their labors with books. He heartily agreed with the views expressed by Mr. Williams.

Mr. Woodworth, St. Louis, differed from the author of the paper in his views respecting the fourth period in the pupil's education. If there was one thing more than another in a professor's duty, it was to point out the proper manuals from which the students should study. Oral instruction was not enough.

#### RESOLUTIONS OF THANKS.

Mr. Bulkley, of Georgia, offered a series of resolutions thanking the school board, the citizens of St. Louis, Mr. Shaw, of the botanical gardens, the press represented at the convention, railway and other companies.

Mr. J. L. Pickard, President, made the closing remarks. After singing the hymn, "My Country 'tis of Thee," the convention adjourned *sine die*.



## ANNALS OF EDUCATION.

**NORWICH.**—The Broadway School Building, in the Central District, has been thoroughly renovated during vacation. New floors have been put in, and the walls repaired, and beautified in fine style, and the building, which was erected fifteen years ago, now, with these changes, presents to the eye almost the freshness of a new structure. The school, for the past six years, has been under the successful management of Mr. N. H. Whittemore, a graduate of Tuft's College. Under him the standard of scholarship in the school has steadily improved. We were informed that of the last class which graduated, numbering twenty-two, eighteen were admitted to the Free Academy, one to the State Normal School, and the others made no application for admission to any school. A good report. The class, on leaving the Broadway School, presented Mr. Whittemore with an elegant silver ice pitcher, goblet and salver. The teachers of the District also presented him with a splendid service. This certainly is an indication of the esteem in which Mr. Whittemore is held by his pupils and teachers, and the kindly relations existing between them. We also learn that our friend Whittemore has finally been borne over the tide of single-blessedness, and safely landed "on the other side." We welcome him, we congratulate him.

**NORWICH FALLS.**—Mr. W. H. Hyde has resigned the Principalship of the Sachem Street School. Mr. C. H. Talcott succeeds him.

**MERIDEN.**—The Fall Term of the schools commenced Monday Sept. 4th. There are thirty-three teachers now employed, twenty-one are retained in the same schools in which they taught last year. Miss Mary A. Page, for the past two years, assistant-teacher in No. 9, (the upper department) of the Corner School, has resigned, and accepted a position as first assistant in the Skinner School, New Haven.

**NEW HAVEN.**—The old High School building is completely demolished, and the new building is to be erected on the same site immediately. The High School classes are to occupy rooms in the second story of the State House for the first two terms of the school year, commencing Thursday, August 31st.

**RESIGNED.**—Miss Abbie Woodward, who has been first assistant in the Skinner School, New Haven, since the organization of that school, has resigned, and accepted a position in a ladies' seminary, in Louisville, Kentucky, as instructor in the Latin and French languages. Miss Woodward is a graduate of Mount Holyoke Seminary, and a woman of talent and culture. During her service in New Haven she proved herself to be an earnest, faithful, and efficient teacher. She leaves with the many regrets of her pupils and associate teachers. We wish her health and much success in her new field of labor.

**NORMAL SCHOOL.**—The State Legislature, at a late hour of its session, passed a bill making an appropriation of \$12,000 for the present year, of which \$3,000 may be used in furniture, apparatus, etc. Important alterations in the building are, in consequence, now going on; they will not be concluded for some weeks, though the school exercises have already commenced. When the changes are

complete the school-room will be entirely refitted, and supplied with the most modern furniture, besides having two additional recitation rooms, one of which will be very completely equipped for instruction in natural sciences; and in general the arrangements will be decidedly more convenient in all departments. The corps of teachers is the same as last year. The first term opened with examination of candidates on Monday, the 4th, and with the commencement of the general exercises on Tuesday, the 5th. Seventy-seven pupils are already in attendance, and the prospects of the school for the year are very encouraging, both as to numbers and material.

PLAINVILLE.—Plainville will raise \$9,000 for a new school-house, to secure the \$1,000 offered by ex-Governor English on that condition.

WATERBURY.—The Public Schools of Waterbury commenced their Fall Term, September 4th. The school in the "High School Room," at the Maltby Building, commenced the term on the following Wednesday morning. Miss A. R. Hebard, of North Bridgewater, Mass., takes Miss Lovell's place in the High School room.

WESTON.—Jarvis' School of Weston, will be reviewed by Governor Jewell, at Norwalk, Sept. 21st. This school is said to be one of the best drilled military schools in the Union.

WINDSOR.—About one o'clock Wednesday morning, August 30th, the new school-house was destroyed by fire. It was not quite finished, but would have been completed in the course of a few days. The building was insured only twelve hours previous to its being burned, which was a decidedly fortunate circumstance. The fire is presumed to have been the work of an incendiary. There had been considerable discussion, ending in ill-feeling, concerning the erection of the building in the locality when it was built, just north of the Farmington bridge. It is from this fact that the fire is believed to be the work of an incendiary. The school-house and land cost about \$5,000. The previous school-house of the same district was burned seven or eight months ago.

MADISON.—The Lee Academy has been closed since the resignation of G. H. Sutton. Mr. Sutton has accepted the principalship of the Bedford Academy, Westchester Co., New York. A good teacher is wanted at Madison to reopen the Academy. Salary, the income from tuition.

The Young Ladies High School, of New London, commenced the Fall Term by receiving about thirty new pupils, the largest number that has entered the school in any year.

The Durham Academy commenced its second year under the charge of Professor Mark Pitman and Miss Mary J. Camps, Monday, August 28th.

COLONEL PETTIBONE, Principal of the Winchester, Conn., Institute, has accepted a proposition to assume charge of the preparatory department at Beloit College, Wisconsin. The trustees of the institute are making arrangements to continue the school as heretofore, under the direction of a principal of reputation and ability.

News has been received of the death of Charles H. Board, a member of the graduating class of 1871 at Yale. He was an enthusiastic Yale man, and left in his will a bequest to the college of \$2,500, to form a library of political economy and social ethics.

## BOOK NOTICES.

NEW AMERICAN SERIES OF READERS. By EFES SARGENT and AMASA MAY. Published by E. H. BUTLER & Co., Philadelphia.

The series consists of five Readers. The energetic publishers of this series promised to have them in the market in season for the fall schools. We have examined the First, Second and Third Readers and find them to be all that the publishers had promised and more. They are beautifully illustrated, as all our primary readers should be, and strongly bound as teachers and parents wish that all school books might be.

In the First Reader all the new words in the reading lesson are placed at the head in large type, and no word is found in the lesson which has not been thus displayed. After every few lessons there is a collection of words that have been learned, for review. The authors recommend the word method in teaching the little ones to read, and has adapted the lessons to it. The progression is natural and easy. There are no long steps for little feet to climb.

In the Second Reader there are directions for Phonic Analysis. Hints for object teaching are scattered through the series. The books are not cumbersome, as some of our readers are, but each book is of such a size that it can be learned before it seems to the child like an old book. Children take a greater interest in that which is new and attractive, and no more love a book which it takes them three years to read through, than they like to wear the same dress that length of time.

CICERO DE SENECTUTI ET DE AMICITIA. Edited by Prof. E. P. CROWELL and H. B. RICHARDSON, of Amherst College. Published by ELDREDGE & Bro., Philadelphia.

This is the latest of the Chase and Stuart Classical Series. The text is that of Baiter in the Tachnitz series of Cicero's works, the merits of which are well known. The Notes are full and a brief introduction to the Notes of each essay is prefixed. The arrangement is convenient and attractive. The volume is of convenient size, and the high reputation for scholarship of the authors is a sufficient guarantee of the correctness of both the text and the explanation of the numerous biographical and historical allusions.

CHOICE SPECIMENS OF AMERICAN LITERATURE. By Dr. B. N. MARTIN. SHELDON & Co., Publishers, New York.

Here is something new, a companion volume to Shaw's Manual of American Literature, which is used in all of our first-class colleges. It is simply a hand book of 330 choice specimens from almost the same number of authors; nothing bulky or expensive. The specimens are not entirely from old authors and those of wide reputation, but recent gems from the fields of Literature. Teachers should realize that language cannot be acquired alone by the study of a book called Grammar. Conversation with those who use choice and pure expressions, frequent attempts in written expression of thought, criticism of the language of others, and acquaintance with our best authors, and the memorizing of choice specimens from the best writers of the present day, are the means that should be employed. This book is an auxiliary to such work.

MAP OF THE SOLAR SYSTEM AND SIGNS OF THE ZODIAC. Published by G. OWEN, Boston.

This is a small class map 20 by 23 inches, mounted on rollers. We think it would be a convenient chart to assist in explaining to a class in geography the order and arrangement of the planetary system, and the relative distances of the planets from the sun. It would be useful in every district school. Price, 50 cts.

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## PERIODICALS.

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### THE ILLINOIS TEACHER.

This is one of the most original, enterprising and progressive of the educational journals which come to our table. We have often selected choice articles from it for reprint in our own, knowing that in so doing we were conferring a favor upon our readers. S. H. White, who has been its managing editor for the past seven years, has withdrawn from it on account of his health. E. W. Coy, Principal of the Peoria High School, succeeds to the editorial chair. We welcome him to the duties, pleasures and *profits* of the educational editorial fraternity. We like his introductory and trust he may have the hearty cooperation of the teachers of that empire State, Illinois.

### THE PHRENOLOGICAL JOURNAL

is always interesting, but the *September* number, just received, is particularly so. In proof read the following suggestive titles from the table of contents: Hon. John A. Bingham, M. C., Under the Surface, or Universal Law; Miss Burdett Coutts, the lady philanthropist; E. H. Ruloff, the philological murderer; Life in a head only; a remarkable case of paralysis; Human Locomotion, or How we Stand, Walk, or Run; Have Children no Rights? A New Social Proposition; Hunting a Servant; Social Reform, where it should begin; Rev. Samuel J. May, D. D.; The Powder and the Bullet; Geological History of Man; Love's Victory—a poem; More of the marvellous. Most of the articles named are illustrated, some elaborately. We confess ourselves highly pleased with this number, and commend it to public favor generally. Price, 30 cents. \$3 a year. Address, S. R. WELLS, Publisher, 389 Broadway, New York.

### HARPERS MONTHLY.

The *September* number is unusually interesting. The article "The Schoolmasters of the Middle Ages," is alone worth the price of a year's subscription. Teachers would do well to purchase this number. The illustrated articles are: Montauk Point, Long Island; Reindeer, Dogs and Snow Shoes, Siberian Travel and explanations; The Bard of Abbotsford; The American Baron. The editor's Scientific Record contains news of the very latest scientific discovery.

Price, \$4 a year. With *Connecticut School Journal*, \$4.75.

THOMAS W. BICKNELL, Commissioner of Public Schools of Rhode Island, please accept thanks for a copy of the First Annual Report of the Board of Education, together with the Twenty-Sixth Annual Report of the Commissioners of Public Schools of Rhode Island.